

Unit Planning Guide: Grade 1 Unit 8 of ____

Unit Title: Independent Readers and Writers	Pacing (Duration of Unit): 4 weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

RI.1.10 With prompting and support, read informational texts of appropriate complexity for grade 1.

*Continue to teach grade level phonemic awareness and phonics as necessary.

These are MPI examples for EPL 4

- Compose a narrative with logical sequence of events and a conclusion using a graphic organizer

Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> Writers tell a story that makes sense. Readers read for enjoyment and information. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> How can I tell my story? What books do I like?

Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know that...</i></p> <ul style="list-style-type: none"> Narratives tell a story Narratives follow a logical sequence Narratives may contain temporal/ transition words Narratives have a conclusion There is a variety of genre to choose from Read grade level text of all genres <ul style="list-style-type: none"> Key Academic Vocabulary: <ul style="list-style-type: none"> narrative temporal transition sequence genre conclusion 	<p>Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> Composing narratives with a logical sequence, two or more details with closure (knowledge, application, synthesis) Using temporal words to signal order (knowledge, application) Reading with prompting and support various genre' of appropriate complexity for grade level. Reading complex text of various genre (knowledge, comprehension, application, analysis, synthesis) Choosing text that they will read for enjoyment (knowledge, comprehension, application, analysis, synthesis, evaluation)